**Name – Tami Harman\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

*Identify key questions you might use in your coaching conversation.*

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| --- | --- |
| **Key Areas** | **Observation Notes** |
| * Type of Coaching Conversation * Directive/ Instructional * Collaborative * Facilitative/ Supportive | * Which type of Coaching Conversation is being planned? * Directive/Instructional |
| * Purpose of the Coaching Conversation | * Eliminating High School Cheerleading to help save money in regards to budgeting issues. |
| * ***O****bjective Questions* * The “what” * Invitation to the conversation | * What is the school policy regarding cheerleading? Do we have to have it? * What percentage of the school population would be affected by this cut? * What are some of the other school districts doing with cheerleaders? |
| * *Reflective Questions* * The “what about the what” * Emotional | * How will students, families, and the school perceive this plan? * What do you hope to accomplish by doing this? |
| * ***I****nterpretive Questions* * The “so what” * Brainstorming | * What are the positives and negatives of this action? * What do you need to think about in regards to future years for cheerleading? |
| * ***D****ecisional Questions* * The “now what” * Identifies specifics “next steps” to be taken | * Collect data from the school policy and other school districts to see what is in place for cheerleading. * Approach the school board and give them the data to help make the decision or even consider the possibility of the proposal. |
| * *Based on the Decision, what are the responsibilities of the administrator?*   *This area will be completed after the conversation – to summarize the “next steps” of the administrator.* | * Wait for the school board to make their decision and then follow-up * Possibly to address students and families of the decision to cut the cheerleading squads for the year. |
| * *Based on the Decision, what are my responsibilities?*   *This area will be completed after the conversation – to summarize the “next steps” and responsibilities of the coach.* | * Be ready for questions and have the data to help support the decision of the school board. * Inform staff and squads of the decision. |

**Reflection on the Coaching Conversation**

**Name: Tami Harman**

**Date: 2/1/2010**

**Type of Coaching Conversation: Directive/Supportive Collaborative Facilitative/Supportive**

* **Directive/Instructional**

**Reflect on the coaching conversation you completed with the administrator:**

**It brought out some things that had not been considered in relation to this issue.**

**What impact did planning for the conversation, including the development of the ORID questions, have on the coaching conference itself?**

**It kept things moving, it served as a place to start, helped with questions and answers as we worked toward making a decision or not making a decision.**

**What was most challenging for you during the conversation? Most pleasing?**

**The most challenging was just bringing up the conversation because I did not know the personal feeling of the administrator toward this issue. The most pleasing was just being able to converse about a touchy subject and learn how each other felt by having this conversation**

**What might be some things you would do differently/the same in your next conversation?**

**Maybe to get more input from the administrator on how they felt about this issue prior to the conversation.**

**More conversation, but I was using the directive approach!**

**What techniques will you specifically address in your next coaching conversation?**

**Co-Planning as a follow-up to maybe move to a supportive or facilitative role to solve this problem.**